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ABSTRACT

The specific nature of graduate level economics programs in the United States was identified by this study. A survey was mailed to 240 schools listed as having a graduate economics program. A total of 102 schools (42 percent) responded, with 92 schools indicating that they currently have a graduate economics program. Survey questions were asked regarding the length of courses, grading scale used, department structure and location, program description, course work requirements for an advanced degree, teaching assistants, special economics courses and features of the curriculum, student information, and faculty information. The results were tallied and are presented in this report for each survey question; results are also summarized for each topic. A copy of the questionnaire and the names and addresses of schools that participated in the study are included. (RM)

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A SURVEY OF GRADUATE ECONOMICS PROGRAMS IN THE UNITED STATES

By: Saul Z. Barr
Associate Professor of Economics

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Paper presented at the Eastern Economics Association Conference (New York City, NY, March 16, 1984) and the Southern Economics Association Conference (53rd, Washington, DC, November 21, 1983).

SO 016 192

A SURVEY OF GRADUATE ECONOMICS PROGRAMS IN THE UNITED STATES

Several studies have been conducted recently dealing with college economics programs. A principal theme of these studies has concentrated on the handling of the principles courses, which Siegfried estimates have annual enrollments of one to two million students.[1] Dopp and Dalgaards' study of economics in 1977 included data on principles textbooks, faculty, and course content,[2] Siegfried et. al. studied the principles courses and a companion study dealt with senior economic majors' satisfaction with their principles courses,[3,4] and Sterrett and Barr also concentrated on the principles courses, but restricted the study to five states in the Southeast.[5] This study is the most recent attempt to identify the specific nature of graduate economics in the U.S.

Method

An eight page survey was developed from Siegfried's questionnaire which had been subject to an extensive review process and mailed to 240 schools listed as having a graduate economics program.[6] A total of 102 schools responded (42%), with 92 schools indicating that they currently have a graduate economics program.

Results

The results were tallied and are presented below by question. A copy of the questionnaire is in Appendix A; to make reading the results easier each question is retyped in the text. The reader should note that all questions were not answered by all respondants where noted.

General Section

1. Length of courses: ____quarter ____semester ____ trimester
____other, specify _____.

Results (in percentages)

16 quarter

82 semester

2 trimester

0 Other

Of the schools responding, the predominant course length is semester.

2. Basis of course credit (type of hours): ____ quarter ____ semester
____ other

Results (in percentages)

16 quarter

82 semester

2 other

3. Grading scale: ____5.0 ____4.0 ____3.0 ____100.0 ____other

Results (in percentages)

3 5.0

84 4.0

4 3.0

5 100.0

____other

The predominant grading scale is a 4.0 system, however a few schools use either a 5.0 or a 3.0 scale. The "other" category included an eight-point scale where A+ = eight points, an A-B-C-D-F system, a scale of H-P-L-F, and one using A-B-C-D-F-I-N.C..

Section on Department Structure and Location *

1. The Masters or Doctorate in economics is offered by:
   - ____a. economics department in business school
   - ____b. economics department in liberal arts college
   - ____c. business economics department in business school
   - ____d. business economics department in liberal arts college
   - ____e. business and economics department in liberal arts college
   - ____f. business school, but not in an economics or business economics department
   - ____g. economics department in agricultural school
   - ____h. economics department in school of education
   - ____i. other, specify_____

Results (in percentages)

- 40 a.
- 45 b.
- 1 c.
- 0 d.
- 0 e.
- 0 f.
- 1 g.
- 0 h.
- 13 i.

The graduate programs appear predominantly in the business school or the liberal arts college. The "Other" category included the school of Arts and Sciences (4%), the Department of Arts and Humanities (1%),

*Note: Some schools responded to more than one category

the school of Foreign Service Administration (1%), Economics and Finance (2%), Economics and Management (1%), the College of Social Science (2%), and a School of Agriculture and Arts.

2. Does your institution have a separate department or school offering advanced degree courses in: (specify yes____ no____)
____business ____economics

Results (in percentages)

81	Yes	in business	70
19	No	in economics	56

Most schools did have seperate departments or schools offering advanced degree courses. Note that the percentages for business and economics total more than one-hundred:twenty-eight schools had courses in both.

3. Does your institution offer:

____D.B.A.
____M.B.A. (Economics)
____M.S. (Business/economics)
____M.A. (Business economics)
____Ph.D. (Business/economics)
____M.A. (Economics)
____D.Sc. (Economics)
____Ph.D. (Economics)
____M.S. (Economics)
____Other

Results (number of schools offering each):

5	D.B.A.(Economics)	25	M.S. (Economics)
26	M.B.A. (Economics)	6	Other
5	M.S. (Business/Economics)		
3	M.A. (Business economics)		
0	Ph.D. (Business /Economics)		
81	M.A. (Economics)		
0	D.Sc. (Economics)		
45	Ph.D. (Economics)		

Most schools offering graduate economics programs do have an M.A. in Economics and the most popular doctorate degree is the Ph.D. in Economics. The "other" Masters category included degrees in Agricultural Economics, Applied Economics, Economics and Finance, Managerial Economics, and Developmental Banking; other doctorates included a Doctorate of Arts in Economics, a Ph.D. in Managerial Economics, and a Ph.D. in Economics and Finance.

Description of Advanced Degree Program in Economics

1. What percentage of your Masters students in economics or business economics seek jobs in business or industry?

____0-5% ____6-10% ____11-25% ____26-50% ____51-75% ____76-100%

Results (in percentages)

2 0-5% 1 6-10% 12.5 11-25% 26 26-50% 37.5 51-75% 21 76-100%

The majority of schools responded that 51 - 75% of their Masters students sought jobs in industry or business. An inspection of those schools which marked the 76 - 100% category included the larger universities (over 10,000 enrollment); the few schools indicating that less than 50% of their students entered business or industry tended to be small (less than 10,000 enrollment), or to be known for their programs in government or other non-business areas.

2. What percentage of your doctorate students in economics or business economics seek jobs in business or industry?

____0-5% ____6-10% ____11-25% ____26-50% ____51-75% ____76-100%

Results (in percentages)

15 0-5% 30 6-10% 30 11-25% 10 26-50% 15 51-75% 0 76-100%

Forty-seven schools having doctorate programs responded, and of those over half (28) indicated that either 6-10% or 11-25% of their graduates sought jobs in industry. Several schools indicated that between 0-5% of their students entered business.

3. What percentage of your doctoral students in economics or business economics seek jobs in universities or colleges?
_____0-5% _____6-10% _____11-25% _____26-50% _____51-75% _____76-100%

Results (in percentages)

0 0-5% 4 6-10% 2 11-25% 18 26-50% 40 51-75% 36 76-100%

As expected, most of the schools responding indicated that the majority of their students sought jobs in education. Only three schools felt that the percentage entering education was less than 25%, compared to 34 that felt the percentage was over 50.

Course Work Requirements for Advanced Degree

A. Hour Requirements

1. Minimum number of credit hours required for the advanced economics student (include prerequisite economics courses, excluding thesis/research).
_____Masters _____Doctoral

Results (mean averages)

33.34 Masters 54.05 Doctoral

A wide diversity exists in the credit hours required for a Masters, with the lowest semester hour requirement being 24 and the highest being 55. The mode was 30 . On the doctorate level the

lowest requirement in semester hours was 24 (two schools) and the highest was 138. The mode was 60, which six out of 37 schools responded as their minimum requirement.

B. Prerequisite Courses

1. Are there any specific courses required of students before they can become a student for an advanced degree in economics?
_____Yes _____No Course titles, if yes _____.

Results (in percentages)

73 Yes 27 No

The majority of schools responding did have required courses. Listed in the order of occurrence they are:

Intermediate macro and micro

Statistics/calculus

Principles of economics

Money and Banking

To highlight the diversity in prerequisites, each school's requirements were categorized and are presented below. In parentheses is the number of schools in each category.

(28) require intermediate macro and micro only

(14) require intermediate macro and micro, calculus or statistics, and other course or courses

(10) require intermediate macro and micro and calculus

(10) require intermediate macro and micro and statistics

(7) require calculus only

(4) require the principles courses only

(4) require the principles courses and statistics

A wide range of prerequisites appears. Some graduate programs require only the principles of economics, some require only calculus, and an equal number of schools require intermediate plus statistics (10)and intermediate plus calculus (10). The most prevalent single requirement is intermediate macro and micro. A breakdown of those schools responding with the strictist requirements (intermediate, calculus or statistics, plus other economics courses such as money and banking) reveal that only 30% offer a doctorate.

2. Are there other requirements (e.g., grade point average, entrance exam scores, completion of liberal arts core requirements) for a student to become a student for an advanced economics degree?
____yes ____no Explain, if yes_____

Results (in percentages)

93 Yes 7 no

Specific requirements are listed below with the number of schools responding in each category in parentheses.

(30) Grade point average equal to or greater than 3.0.

(19) Grade point average equal to or greater than 2.5.

(16) Grade point average equal to or greater than 2.7.

(8) Graduate Record Exam score equal to or greater than 1000.

(4) Graduate Record Exam score equal to or greater than 900.

(4) Degree from an accredited school.

(2) Grade point average equal to or greater than 2.25.

(2) Grade point average equal to or greater than 2.40.

Of those schools specifying a grade point average, the majority required 3.0 or better; a substantial number of schools did consider those students

with less than a 3.0 average. Some schools had an overall grade point average minimum and a seperate (higher) grade point average for economics and mathematics courses.

Teaching Assistants

1. Total number of basic graduate micro and macro economics sections per week conducted by _____regular faculty _____part-time faculty

Results (mean average)

5.03 regular faculty 4.4 part-time faculty

Most schools indicated that the graduate macro and micro economics courses were handled by full time faculty (80 schools); of the ten schools indicating their use of part-time faculty one reported 20 sections, which raises the mean average considerably. Without that one school the mean average drops to 2.7.

2. Do you use teaching assistants for intermediate economics for undergraduates? _____yes _____no

Results (in percentages)

19.7 yes 81.3 no

approximately 20 percent of the schools responding did use teaching assistants for intermediate; although, two schools said it "varied" or was irregular.

3. Do you use teaching assistants for introductory economics for undergraduates? _____yes _____no How many section of Macro?_____ and Micro?_____

Results (in percentage)

54.9 yes 45.1 no

Macro sections 6.47 (mean average)

Micro sections 5.61 (mean average)

A tendency exists to use teaching assistants more for macro economics than micro economics. Two of the 92 reporting schools did use teaching assistants for discussion sections only and were not included in the above figures.

4. Indicate how many introductory economics students were exposed to each of the following teaching technologies during the 1981-82 year, when teaching assistants were used.

_____a. student use of computers (e.g., games, simulations)
_____b. self-paced instruction or personalized system of instruction
_____c. television or other audio-visual tools
_____d. computer-managed instruction(PLATO, TIPS, etc)
_____e. programmed learning
_____f. other, specify_____

Results (mean averages; the number of schools in each responding category is in parenthesis)

a.	95.7	(7)	
b.	135	(2)	
c.	850	(5)	
d.	316.6	(3)	
e.	387.5	(4)	
f.	3365	(1)	discussion and tutorial sections

Many schools did not indicate the numbers of students exposed, suggesting none were offered. It is interesting to note the lack of classroom innovation.

COURSE REQUIREMENTS FOR ADVANCED DEGREE IN ECONOMICS

1. Indicate which of the following specific courses are routinely required for an economics major:

RESULTS (number of schools requiring)

	Masters	Doctorate
Issues in American Economic History	1	1
European Economic History		2
American Economic History		4
Empirical Methods in Economics	16	7
Econometrics	54	34
Mathematical Analysis for Economics	18	19
Mathematical Economics	8	11
Topics in Microeconomics	3	2
Graduate Macroeconomics 1	79	45
Graduate Microeconomics 1	66	34
History of Economic Thought to 1890	15	17
History of Economic Thought from 1890	15	17
Graduate Macroeconomics 11	6	32
Graduate Microeconomics 11	9	32

Federal finance	1	
State and Local Finance	1	
Fiscal Policy	1	
Development of Public Finance		
International Trade: Theory and Policy	3	1
International Finance: Theory and Policy		
Monetary theory and Policy	4	2
Issues in Monetary Theory and Policy	2	1
Economic Development	2	1
Economic Growth and Fluctuations		
Development and Growth		
Urban and Regional Economics	2	1
The Labor Market	2	
Collective Bargaining		
Industry and Government	3	
Topics in Public Policy Toward Industry		
Graduate Microeconomics III		1
Graduate Macroeconomics III		1
Econometrics II		2
Economic Development Planning		1
Comparative Economics Systems	1	1
Masters Preparation	8	
Doctoral Preparation		7
Special Topics		3
Basic Multiple Regression	2	
Managerial Accounting	1	

Regression Analysis	___	2
Business and Economic Forecasting	3	___
Research Methodology	7	___
Statistics	8	5
Operations Research	1	___
Industrial Organization	1	___
Topics in Political Economy	1	___
Strategic Planning	1	___
Economic Policy Analysis	1	___
Financial Accounting	1	___
Foreign Language	___	1
Qualitative Social Economics	1	___

On the Master's level, Graduate Macroeconomics I, Graduate Microeconomics I, and Econometrics are generally required. Other popular courses were either History of Economic Thought to 1890 or from 1890, and Mathematical Analysis for economics. At the Doctoral level, Graduate Macroeconomics I & 2 are generally required, although some schools do not require Microeconomics. Econometrics and Graduate Macroeconomics II and Graduate Microeconomics II are generally required. As with the hour requirements, there is a diversity in courses required.

2. Indicate any additional departmental requirements to be satisfied for an advanced degree in economics:

	Masters	Doctorate
a. Independent Study or Research	_____	_____
b. Thesis/Dissertation (hours)	_____	_____
c. Comprehensive Exams (Oral)	_____	_____
d. Comprehensive Exams (written)	_____	_____
e. Internships with Business Firms	_____	_____
f. Other (describe)	_____	_____

RESULTS (mean average of required semester hours for a and b)

	Masters *	Doctorate*
a.	3.7 (10 schools)	3.0 (1 school)
b.	5.0 (24 schools)	16.5 (20 schools)
c.	n,10 y,16	n,4 y,13
d.	n,10 y,18	n,2 y,22
e.	n,13 y,2	n,9 y,1
f.	19 hrs. of electives(1 school)	24 hrs. of electives(1 school)

Generally schools offering a Masters degree require a course in independent study, and one to two courses for a thesis. Oral and written comprehensive exams were required more often than not, and required internships with business firms were rare. At the Doctoral level, an average of 16.5 hours were found for dissertations, and oral and written exams seemed to be the general rule. Only one school required an internship with a business firm at the doctoral level. It should be noted that many schools did not respond to this section.

3. If there are "distributional requirements" among the subfields within economics, indicate the nature of these requirements.

RESULTS

Only five schools indicated distributional requirements and they included 6 to 12 additional credit hours of courses.

* n=no; y=yes

4. If candidates are required to "specialize" in one or more subfields indicate the nature of the requirements.

RESULTS

Most responding schools did not answer the question, or if they did they responded that they had no specialized requirements. Of the 15 schools with such requirements most responded that students must have at least two areas of specialization besides Theory. One school required a course in the International public section, two school required six semester hours in a subfield, and one school required two subfields in addition to History.

SPECIAL ECONOMICS COURSES AND FEATURES OF THE CURRICULUM

Indicate if your department offers any of the listed opportunities and comment briefly on those which apply. Indicate annual number of students.

1. Honors program
2. Internships
3. Student input into overall curriculum design
4. Use of advanced degree students in teaching.
5. Use of advanced degree students in research.
6. Comprehensive seminars in economics or business
7. Special course(s) for economic advanced-degree students planning to enter industry.
8. Current topic course(s)
9. Courses designed to appeal particularly to a minority group.
10. Other special offerings:
    Independent study
    Strong area of Specialization
    Reading Courses
    Industrial Research

RESULTS

	Responding Schools	Student
1.	29	27.8
2.	21	7.73
3.	25	64.5
4.	48	15.67
5.	63	12.88
6.	32	24.16
7.	7	17.5

8.	25	40.41
9.	3	30

The use of advanced degree students in research was common with most respondents ; the mean of 12.88 students per school (question 5) does include one institution using 120 students. Also common is using advanced degree students in teaching; over half of the respondents used them so, followed in frequency by using the students in seminars. Least common were courses designed for minority students and courses designed specifically for student planning to enter industry.

STUDENT INFORMATION

1. Indicate the total number of economics advanced degree students and, if available, break down by sex:

1977-78	TOTAL_____	Masters _____	_____Male	_____Female
		Doctorate _____	_____	_____
1978-79	TOTAL_____	Masters _____	_____Male	_____Female
		Doctorate _____	_____	_____
1979-80	TOTAL_____	Masters _____	_____Male	_____Female
		Doctorate _____	_____	_____
1980-81	TOTAL_____	Masters _____	_____Male	_____Female
		Doctorate _____	_____	_____
1981-82	TOTAL_____	Masters _____	_____Male	_____Female
		Doctorate _____	_____	_____

RESULTS

MASTERS	1977-78	1978-79	1979-80	1980-81	1981-82
Male	654	734	801	883	1271
Female	133	181	232	234	361
TOTAL	787	915	1033	1117	1632

DOCTORAL

Male	611	707	563	583	691
Female	58	79	67	89	101
Total	669	786	630	672	792

The number of reported doctoral students in 1981-82 increased 18% over the 1977-78 number, despite a drop in enrollments for 1979-80. The percentage of female doctoral students increased from 1977-82. The Masters programs have seen an explosive growth, particularly with the 1981-82 year. As with the doctoral students, the percentage of females in the programs has risen. The percentage of females in the Masters programs is larger than the percentage of females in doctoral programs.

2. What fraction of 1981-82 advanced economics students also had a major in another discipline?

RESULTS

The highest percentage was 100% of all students, followed by 67%, and the lowest reported percentage was zero. The mean average was 19.2 percent.

3. What was the average grade-point average in all course work for:

1981-82 economics advanced-degree students?

RESULTS (mean average converted to a 4.0 scale)

3.34 1981-82 economics advanced degree students

FACULTY INFORMATION

1.. Number of tenured and non-tenured track faculty member with appointments in the economics department. _____Tenured _____Non-tenured

RESULTS (actual number with percentage of total in parentheses)

Tenured 1215 (70.9) Non-tenured 498 (29.1)

The 88 schools responding to this question reported a total of 1713 economics faculty (average of 19.6) per school), with 498 non-tenured and 1215 tenured. The largest department had 50 faculty members; two schools with the smallest departments reported having five faculty members.

2. Number of full-time equivalent faculty in the business economics department._____

RESULTS (total, with mean average in parentheses)

Number of full-time equivalent faculty 726.83 (16.15)

Only 45 schools responded to this question.

3. Number of full-time equivalent instructors of all ranks teaching graduate economics. (Include visitors, adjuncts, graduate students with primary course responsibility, excludes permanent faculty on research leave, teaching graduate course levels, teaching in other departments with administrative positions, etc.)_____

RESULTS (total, with mean average in parentheses)

821.8 (12.08)

Sixty-eight schools responded with a total of 821 full time faculty.

4. How many of your tenured or tenure-track faculty have as their highest academic degree?

_____PHD _____MA/MS _____MBA _____DBA _____BA/BS

_____OTHER

RESULTS (number of faculty)

1461	Ph.D.	55	M.S./M.A.
2	M.B.A.	6	D.B.A.
1	BA/BS	13	Other

Of the total reporting faculty of 1538, over 95% had a Ph.D. Only one school reported having DBA's; approximately four percent of the faculty hold as their highest degree a Masters degree. "Other" degrees included D.Sc. (1), L.L.B. (8), and Ph.D. Candidates (4).

2. What system of course numbering is used by your institution (e.g., 0-99 freshman and sophomores, 100-199 juniors and seniors, 200-299 graduates)?

RESULTS

The overwhelming majority of respondants used the following: 100-199 freshmen, 200-299 sophomores, 300-399 juniors, 400-499 seniors, 500-599 masters or graduates, 600-699 doctoral.

3. Does your school offer an undergraduate degree in economics?

_____no. _____yes.

RESULTS

All but three schools did offer an undergraduate degree in economics.

REFERENCES

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3. op cit.

4. Siegfried and Raymond, "The characteristics, Attitudes, and Goals of Senior Economics Majors in the U. S.," unpublished manuscript, Vanderbelt University, September, 1982.

5. Barr & Sterrett, "A Comparative Study of Junior and Senior College Economic Programs in the Southeast," Journal of Economic Education, 12, 2, Summer, 1981.

6. Peterson's Guide to Graduate Study, 1981.

PARTICIPATING SCHOOLS

Alabama A&M University, Norami, Alabama 35762
American University, Washington, D.C. 20016
Babson College, Babson Park, Mass. 02157
Ball State University, Muncie, Indiana 47306
Baylor Universiyt, Waco, Texas 76798
Brigham Young University, Provo, Utah 84602(Managerial, Economics, Agriculture)
Brown University, Providence, R.I. 02912
California State University, Hayward, CA 94542
Central Michigan University, Mt. Pleasant, MI 48859
Central Missouri State University, Warrensburg, MO 64093
Claremont Graduate School, Claremont, CA 91711
Colorado State University, Fort Collins, COL 80523
DePaul University, Chicago, IL 60604
Eastern Kentucky University, Richmond, KY 40475
Eastern Michigan University, Ypsilanti, MI 48197
East Texas State University, Commerce, TX 74548
Florida Atlantic University, Boca Raton, FL 33431
Florida State University, Tallahassee, FL 32306
Georgetown University, Washington, D.C. 20097
Howard University, Washington, D.C. 20059
Illinois State University, Normal IL 61761
Indiana State University, Terre Haute, In 47809
Indiana University, Bloomington, IN 47405
Iowa College, New Rochelle, N.Y. 10801
Iowa State University, Ames, Iowa 50011
John Hopkins University, Baltimore, MD 21218
Kent State University, Kent, OH 44242
Louisiana State University, Baton Rouge, LA 70806
Marist College, Poughkeepsie, NY 12601
Marquette University, Milwaukee, WI 53233
Memphis State University, Memphis, TN 38152
Michigan State University, E. Lansing, MI 48824
Middle Tennessee State University, Murfreesboro, TN 37132
Moorhead State University, Moorhead, MN 56560
Murray State University, Murray, KY 42071
New Mexico State University, Las Cruces, MX 88003
Niagara University, N.Y. 14092
Oklahoma State University, Stillwater, OK 74078
Pennsylvania State University, University Park, PA 16802
Queens College, Flushing N.Y. 11367
Rand Graduate Institute, Stnta Monica, CA 90406
Renselaer Polytecnic Institute, Troy, N.Y. 12181
Rutgers University, Newark, N.J. 07102
Southern Methodist University, Dallas, TX 75275

Stanford University, Stanford, CA 94305
State University of New York, Binghamton, NY 15403
Temple University, Philadelphia, PA 19122
Texas A & M University, College Station, TX 77843
Tufts University, Medford, MA 02155
St. Mary's University, San Antonio, TX 78284
San Diego State University, San Diego, CA 92182
S. F. State University, San Francisco, CA 94132
South Dakota State University, Brookings, S.D. 57007
Southern Illinois University, Edwardsville, IL 62026
State University of New York at Buffalo, Amherst, N.Y. 14260
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Texas Christian University, Ft. Worth, TX 76129
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U C S D, La Jolla, CA 92093
University of Connecticut, Storrs, CT. 06268
University of Delaware, Newark, DE 19711
University of Denver, Denver, CO 80208
University of Florida, Gainesville, FL 32611
University of Hartford, West Hartford, CT 06266
University of Houston, Houston, TX 77004
University of Illinois, Champaign, IL 61820
University of Iowa, Iowa City, IA 52242
University of Idaho, Moscow, Idaho, 83843
University of Kansas, Lawrence, KS 66044
University of Maine at Orono, Orono, ME 04469
University of Montana, Missonia, MT, 59812
University of MO-Columbia, Columbia, MO 65211
University of New Orleans, New Orleans, LA 70148
UNC-Chapel Hill, NC 27514
University of N.C., Greensboro, NC 27412
University North Dakota, Grand Forks, ND 58202
University of Nevada, Reno, NV 89557
University of Northern Colorado, Greeley, CO 80639
University of Richmond, Richmond, VA 23173
University of Rhode Island, Kingston, RI 02081
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